

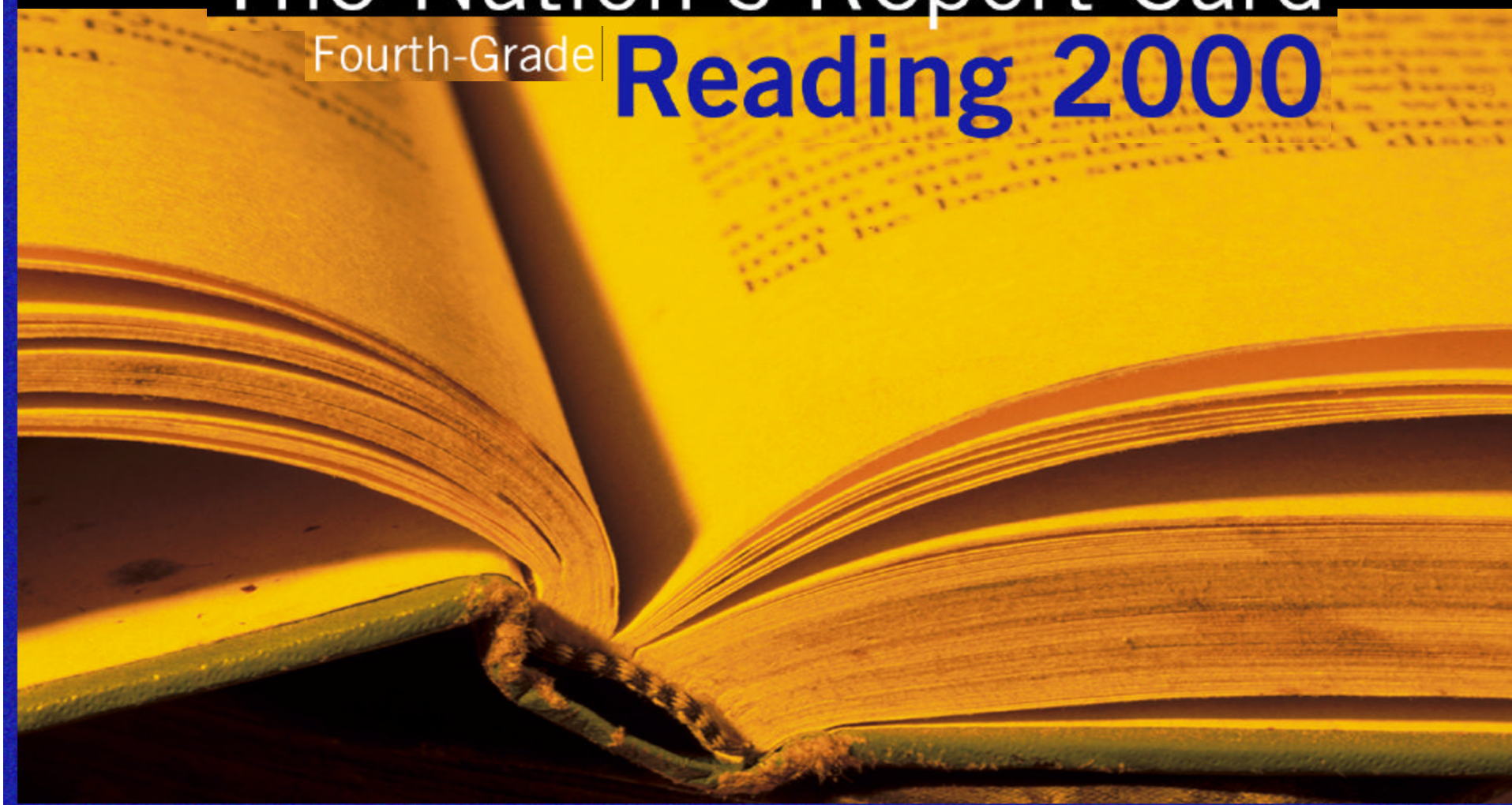
THE NATION'S
REPORT
CARD



National Center for
Educational Statistics

The Nation's Report Card

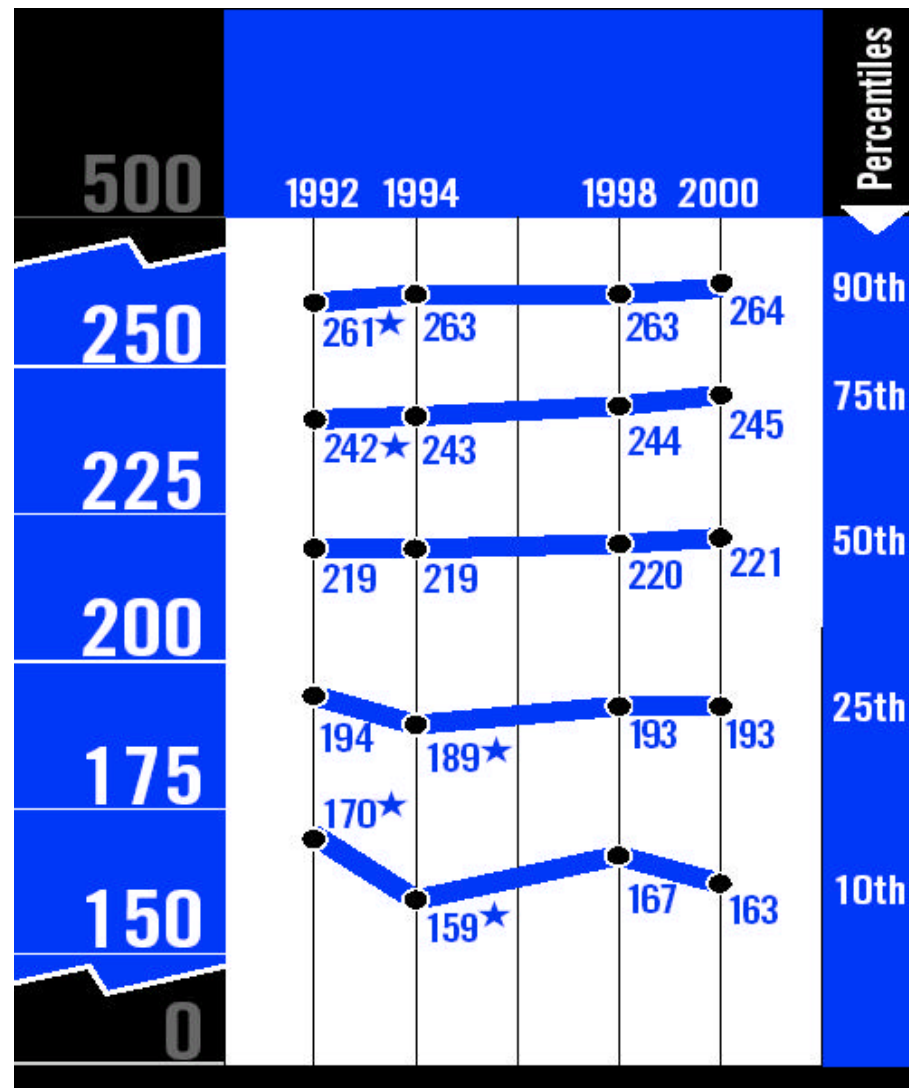
Fourth-Grade **Reading 2000**



Features of the 2000 Reading Assessment

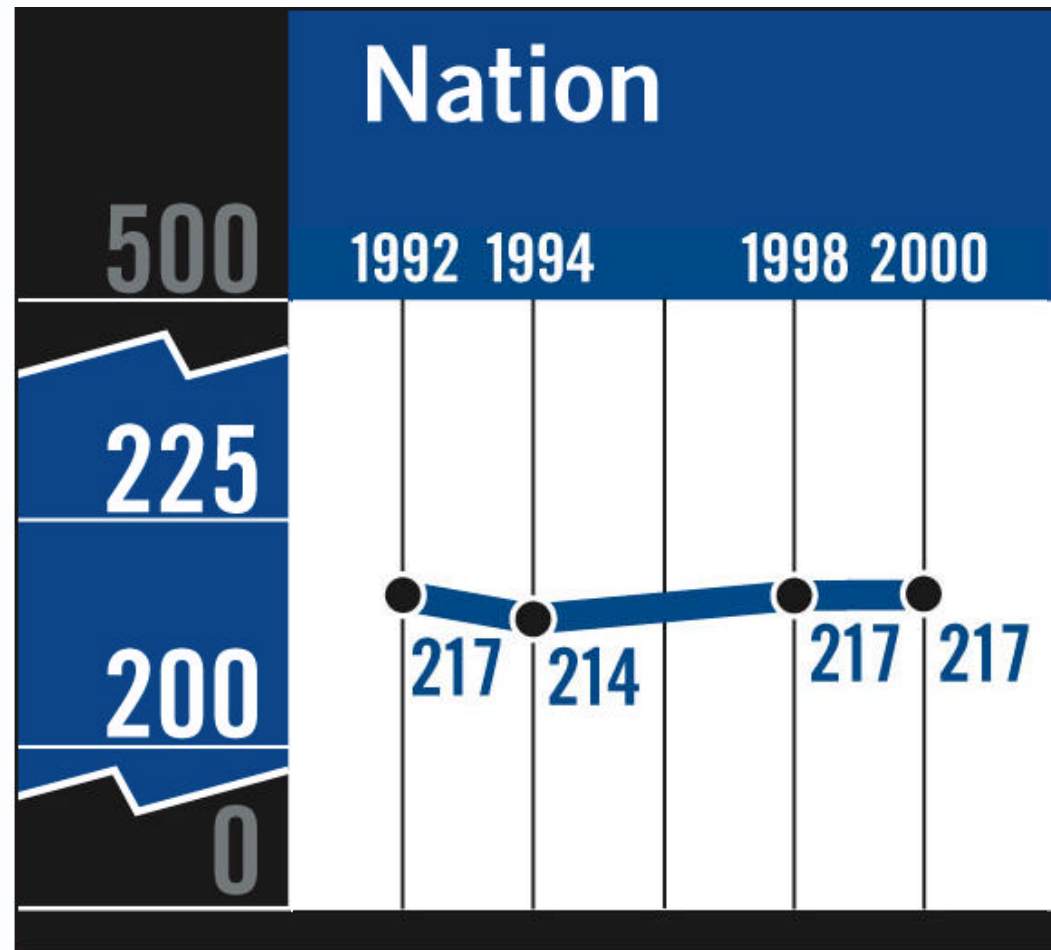
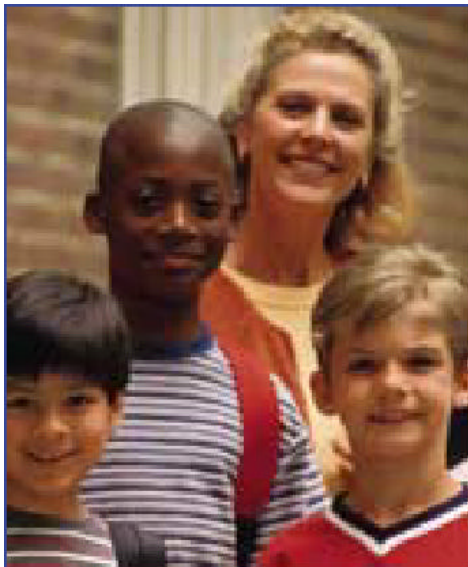
- 4th grade only (grades 8 and 12 not assessed)
- National only (no state samples)
- Same framework and assessment as that used in '92, '94 and '98
- Two sets of results
 - Accommodations not permitted
 - Accommodations permitted

Performance Distribution, 1992-2000



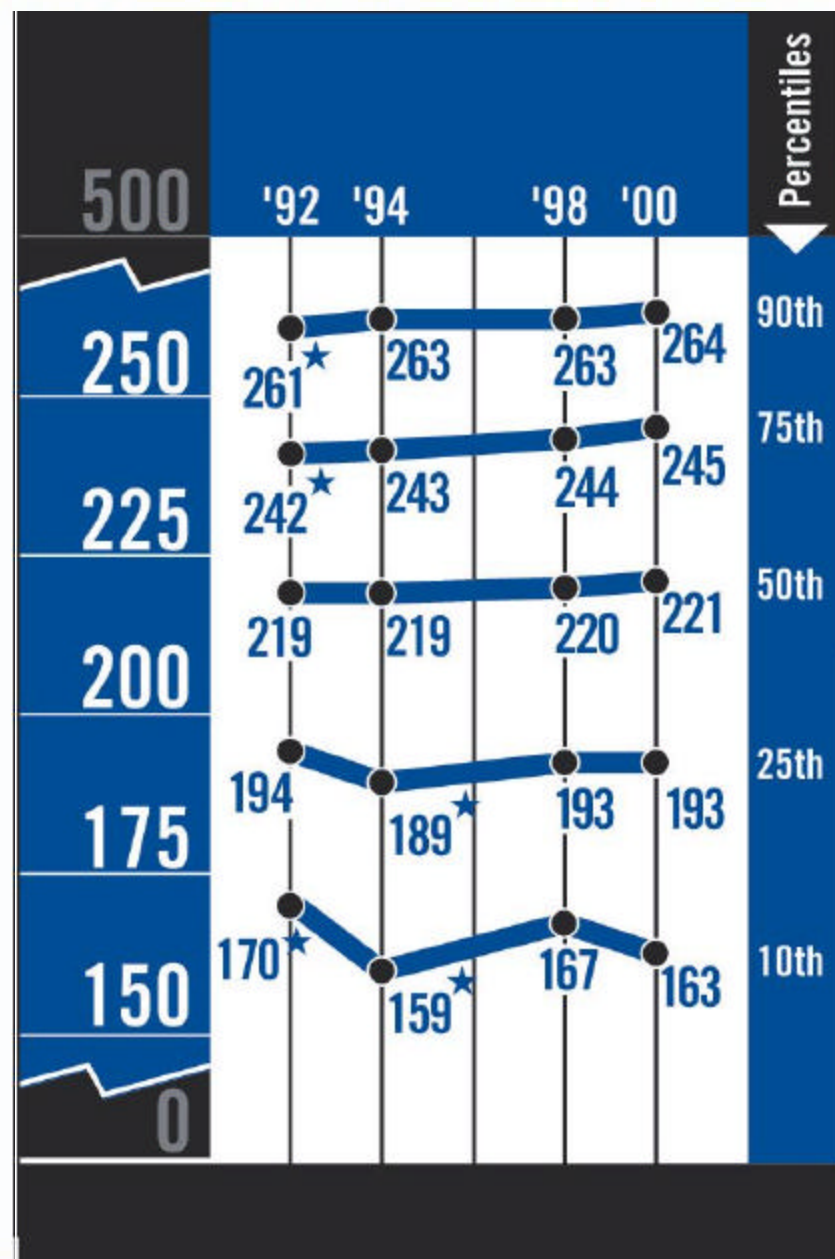
Average Scale Score Results for the Nation

No overall
change from
1992 to 2000

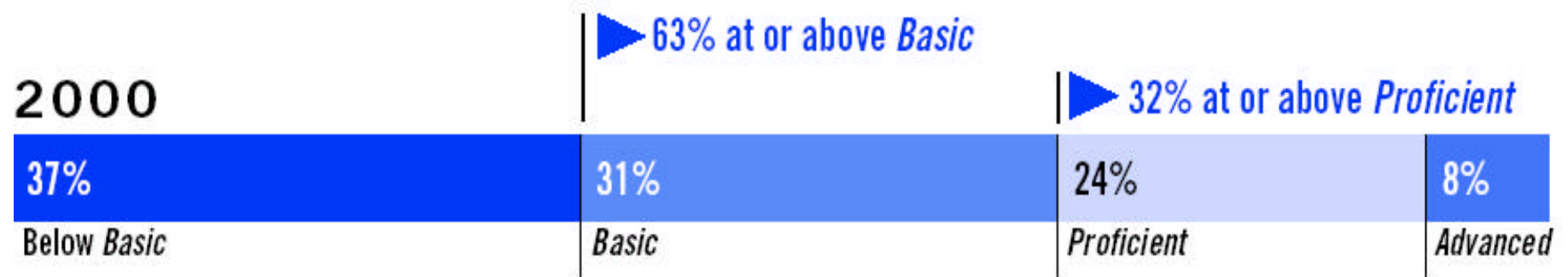


Scale Score Percentiles

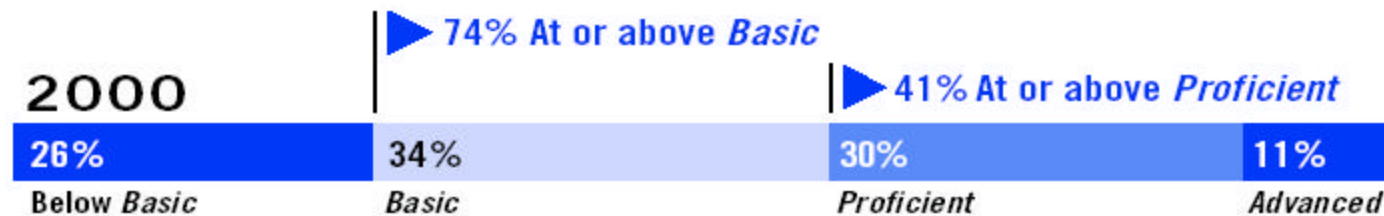
- High performing students show increases
- Low performing students show decreases



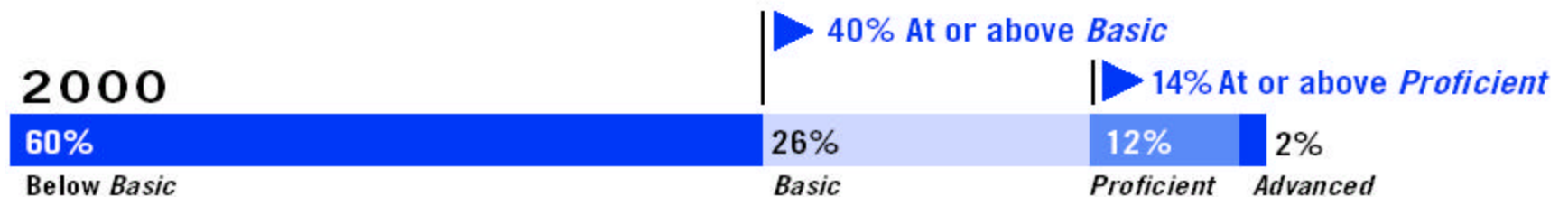
Reading First is a national effort
to support States to make
EVERY child a proficient reader



Not Eligible for Free or Reduced Lunch

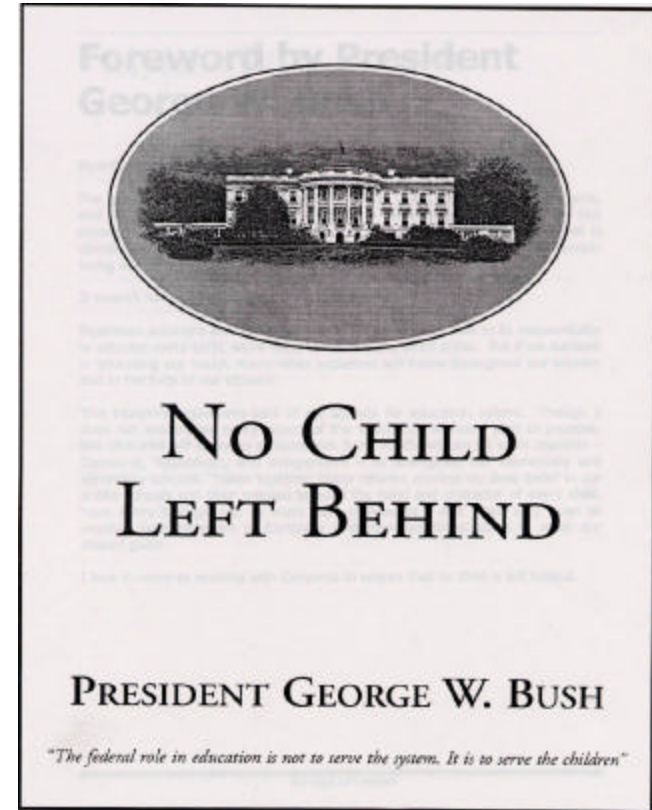


Eligible for Free or Reduced Lunch



Significant New Reading Support

- Reading First
- Early Reading First
- Scientifically based reading instruction
- Valid & reliable assessments for
 - Screening
 - Diagnosis
 - Instruction
 - Evaluation
- \$900 million for FY2002
- 50 states, DC, Puerto Rico, American Samoa, Guam, N. Mariana Islands, Virgin Islands, Bureau of Indian Affairs



Basic Premises of Reading First

- All but a very small number of children can be taught to be successful readers
- Prevention of reading problems is far more cost effective and efficient than remediation
- Reading failure can be prevented by relying on the extensive scientific research base in reading



Why Scientifically Based Research?

Scientific Research...

- is not subject to fads and fashions
- makes teaching more effective, productive, and efficient
- can be better generalized and replicated across many sites

What Is Scientifically Based Reading Research (SBRR)?

SBRR is research that:

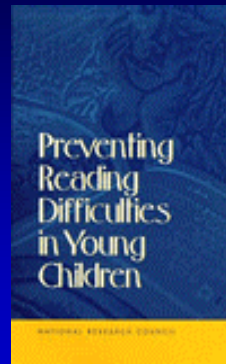
- applies rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties; and
- employs systematic empirical methods that draw on observation or experiment;
- involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

SBRR is research that...

- relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and
- has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review

Important Documents

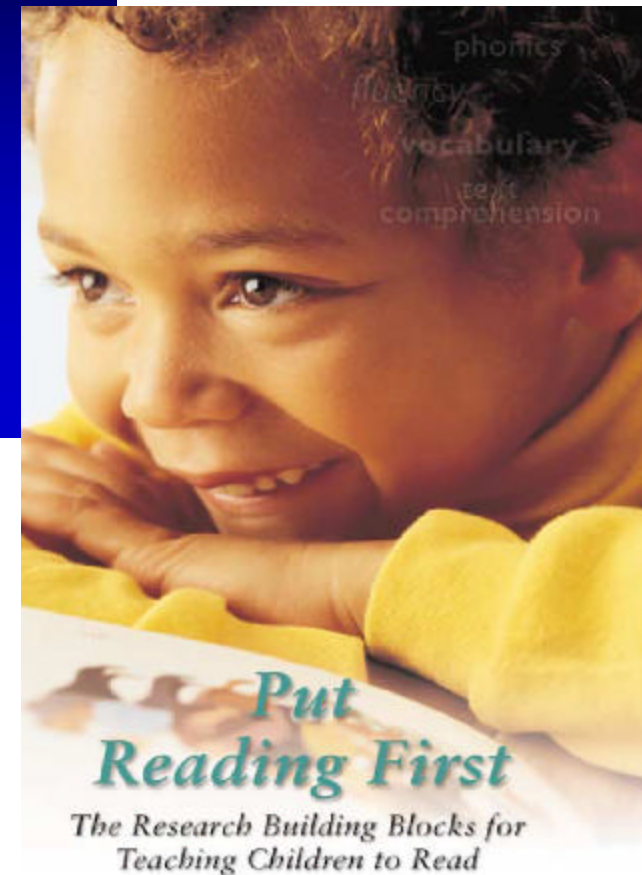
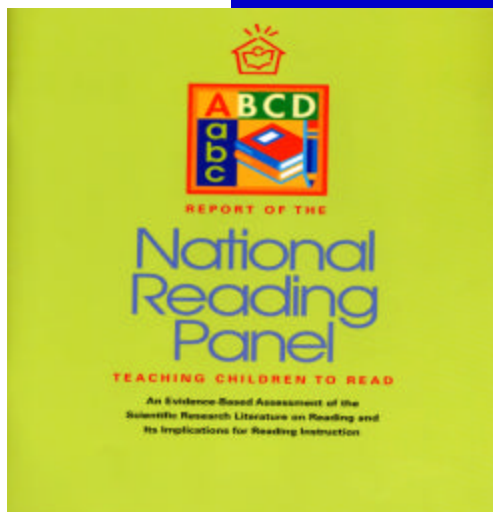
Reading Research Summary



Preventing Reading Difficulties in Young Children

Catherine E. Snow, M.
Susan Burns, and Peg
Griffin, editors

National Research
Council, 1998



What Works in Reading Instruction



Essential Components of K-3 Reading Instruction

**Systematic and explicit
instruction in:**

- **Phonemic awareness**
 - **Phonics**
 - **Fluency**
 - **Vocabulary**
- **Comprehension**

How will Reading First help schools and teachers produce successful readers?

- By focusing on high quality, comprehensive K-3 classroom reading instruction for all children
- By basing instructional decisions on what works
- By putting the solid research base about reading instruction into the hands of teachers



What Reading First Supports



- Increased professional development
- Scientifically-based instructional programs, materials and instruction
- Valid and reliable screening, diagnostic, and on-going classroom assessments
- State-wide accountability and leadership structures

How is Reading First Different?



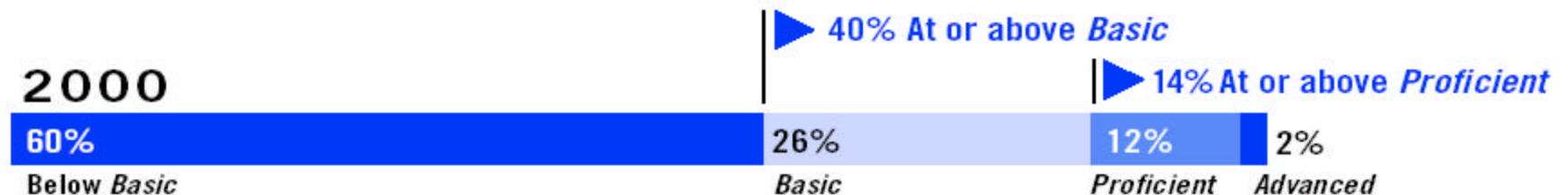
- Much larger than previous efforts (\$900m vs. \$300m)
- More focused (one venue, not several)
- Unprecedented funding and support for SEA-level activities (20% of total)

Reading First – New Support to/from SEAs

- An **unprecedented** 20% (vs. 5%, 3%, 1.5% in past) of total grant may be retained at SEA level, specifically for necessary support/capacity building
 - not more than 65% (of 20%) – professional development
 - not more than 25% (of 20%) – Technical Assistance for LEAs and schools
 - not more than 10% (of 20%) – planning and administration
- Support structures emanating from 20% can/should be truly state-wide, supporting both Reading First K-3 classrooms and non-Reading First classrooms in SBRR practices
- Illustration, ex: State ~ size of Ohio, total award ~ \$27,000,000:
 - \$5,400,000 explicitly for SEA use
 - \$3,510,000 for professional development
 - \$1,350,000 for TA for LEAs and schools
 - \$540,000 for planning and administration

Whom Reading First Targets Most

- Districts and schools with highest percentages or numbers of K-3 students reading below grade level
- Districts and schools with large numbers of poor children
- States have latitude to determine eligibility, but must strategically decide how funds will be awarded, ex:
 - Allocation each LEA is entitled to based on Title I share
 - Number of eligible schools within LEA
 - Of “sufficient size and scope to enable LEA to improve reading instruction...”



Follow-on Reading First Awards Based on Academic Progress

- Overall grant period is 6 years; mid-point at 3 years
- States and districts receiving grants will need to show K-3 reading progress to continue receiving Reading First awards
 - States: Annual reports, Progress reports (@midpoint)
 - Districts: As agreed with SEAs in competitive subgrant process

How Will the Reading First Grant Program Work?



- States will submit applications to ED to be reviewed by an expert panel
- States will run grant competitions for eligible districts

Reading First Grant Program

Projected Key Dates

On or about **April 1, 2002** – Application package will be published in Federal Register and sent to all states

Panel Reviews

Applications received by **May 1, 2002** reviewed by **May 24, 2002**

Applications received by **May 15, 2002** reviewed by **June 7, 2002**

Applications received by **May 29, 2002** reviewed by **June 21, 2002**

Applications received by **June 12, 2002** reviewed by **June 28, 2002**

Applications received after **June 12, 2002** reviewed on a rolling basis

May 29, 2002 – deadline to submit applications to receive funding on July 1, 2002

July 1, 2002 – funding awarded to States with approved applications. Awards made on a rolling basis thereafter.

Reading First Application

- SEA applications will contain no surprises or twists
 - Requirements flow directly from No Child Left Behind law
 - Understanding/implementation of content modules from this meeting form foundation of RF applications
- Additionally, SEA applications must also describe/explain:
 - Comprehensive Statewide RF implementation/mgmt plan, including but not limited to:
 - SEA monitoring structure(s), assessment tools, and consequences of inadequate LEA progress
 - SEA professional development capacity-building plans
 - Detailed description of how SEA will spend RF grant monies

Reading First Application – Major Elements

- Reading Leadership presentation topics from this meeting form content base of entire application
- Draft Reading First Guidance
 - Main Review Criteria will be outlined in Guidance
 - Format of final application appears within RF Guidance
- Frequently Asked Questions

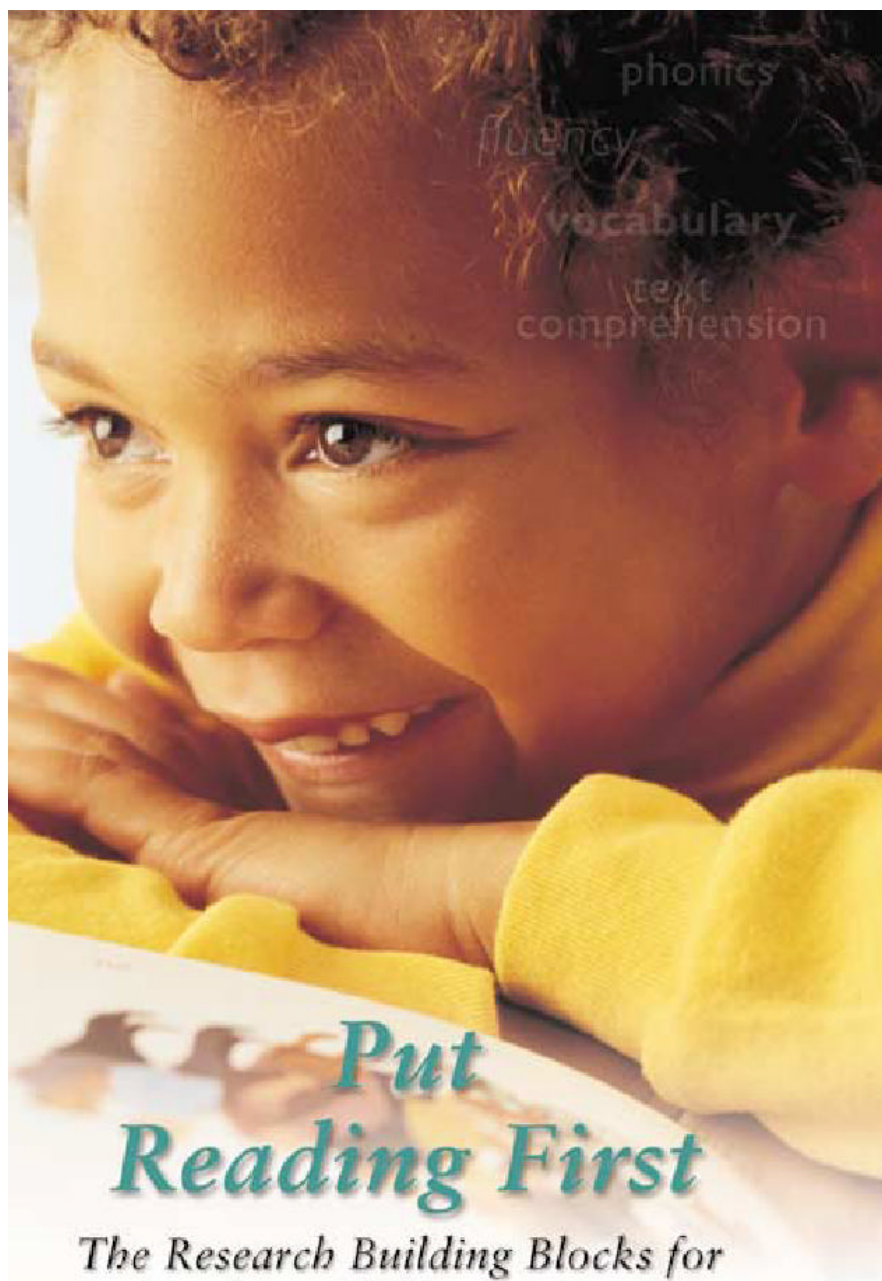
Reading First Application – State Team Activities

- Framing Question after each presentation
- Work with other members of your own State team, wherever possible
- Start organizing / identifying needs as early as possible
- Again, there will be no surprises in RF application
 - No Child Left Behind Act (key elements founded on SBRR)
 - Academy Content
 - Main Review Criteria
 - Statewide Plan that brings it all together within each state's particular context

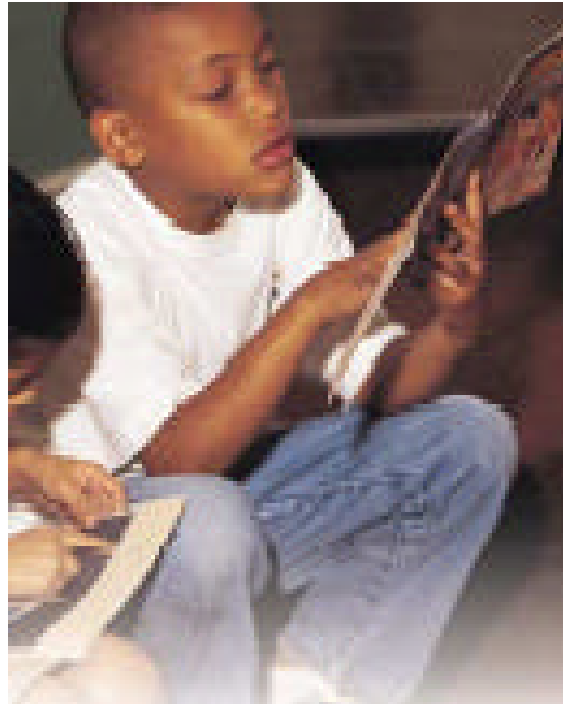
High Expectations for All

- Additional Federal support needs to be commensurate with goals of program, and it is...
- States and districts are expected to provide teachers the highest quality programs, instruction, professional development and support in reading, and they can...
- Teachers are expected to provide students comprehensive, skills-based, and effective reading instruction, and they can...

AND...



How will schools know if they
have a strong program?



Every child will be reading!

Reading First will...

...create a message that we
must change how we do
reading instruction that will
leave no child behind.

